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ABSTRACT

A follow-up study of 1977-78 graduates and former full-time students at Mt. Hood Community College (MHCC) was conducted to gather comparative data on programs and services and to meet requirements of external agencies. A questionnaire, requesting information on educational and employment activities after completing work at MHCC, was mailed to 711 associate degree and certificate recipients and 1,224 non-graduates who had completed at least 12 units at MHCC in a 1977-78 quarter and had not returned in fall 1978. Major findings, based on responses from 50% of the graduates and 14% of the non-graduates, included the following: (1) 64% of the graduates were employed full-time, while 48% of the non-graduates were attending college full-time; (2) 70% of the vocational majors and 36% of the lower division transfer (LDC) majors were employed full-time; (3) 73% of the employed graduates reported employment related to their MHCC major; (4) 61% of the employed non-graduates reported their jobs as unrelated to their MHCC major; however, the most frequently cited reason for this was taking an available job to finance continuing education; (5) of the graduates and non-graduates continuing their education, more than 77% were pursuing studies related to their MHCC major; (6) differences in reported salaries of male and female respondents appeared to be related to students' major. The study report includes comparisons with previous follow-up studies and the questionnaire. (Author/KL)

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Opinions From 1977-78 Graduates and Former Full-Time Students

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

MHCC FOLLOW-UP STUDY

Graduates and Former Full-Time Students 1977-78

HIGHLIGHTS

Respondent Characteristics

50% of the graduates responded, which is the highest return rate since the initial MHCC follow-up study of 1972.

80% of the graduate respondents were vocational majors while at MHCC whereas 66% of the former students were LDC majors.

64% of the graduates are employed full-time while 48% of the former students are attending college full-time. In terms of major, 70% of the vocational majors are employed full-time while 57% of the LDC majors are attending college full-time.

MHCC and Further Education

More than three-fourths of the graduates and former students responded that their MHCC courses were related to their present college studies.

Over 40% of the respondents presently enrolled in a college were at Portland State University or Oregon State University.

Most of the respondents who have returned to MHCC were previously vocational majors and are now attending MHCC on a part-time basis.

MHCC and Subsequent Employment

73% of the graduates saw their present job as related to their MHCC program.

Although 61% of the former students saw their present job as unrelated to their MHCC program, this is due primarily to the fact that these respondents had taken an available job to support themselves while continuing their education.

The average salary for graduates employed full-time was \$972/month and \$931/month for former students employed full-time.

The average salary for full-time employed vocational respondents was \$990/month compared to \$860/month for full-time employed LDC respondents.

PREFACE

The 1978 Follow-Up study showed a significant improvement in the response rate from graduates: 50 percent versus 28 percent for 1977. There are at least two major reasons for this increase. First, the questionnaire was shortened and thus, required less time to complete. Second, and in cooperation with the Division Chairs and Program Instructors, the questionnaire's cover letter was personalized with the signature of the Program Instructor/Coordinator. Thus, much of the credit and thanks for the improved response rate is due the Program Instructors.

The questionnaire used was the result of a group effort coordinated by Eugene Vinarskai and Beverly Fitzpatrick from the Oregon Department of Education (ODE). This group consisted of representatives from each Oregon community college. As mentioned above, MHCC kept its questionnaire short by adding few modifications to the list of questions required by the ODE for federal reporting purposes.

The survey process included two mailings and a telephone follow-up for each of over 700 graduates and a single mailing to over 1200 former full-time students. Appreciation is extended to Kim Kelly, CWS student, and Jane Byrun, CETA student, for their assistance in record keeping, coding and machine input of the data.

The preparation of the following report was enhanced considerably by MHCC's new on-line computer system. The new system allowed for improved procedures in data entry, verification and editing as well as an increase in analytical capabilities. Perhaps more importantly, the new computer system enabled the Research Office for the first time to prepare separate follow-up reports for each instructional program. These reports have already been circulated to the appropriate Divisions.

Finally, the efforts of Shirley DeGree, Research Specialist, in preparing this document, as well as the efforts of Dr. Mike Stevenson and Dr. John Keyser in the planning and editing of this report are gratefully acknowledged.

R. Dan Walleri

Dr. R. Dan Walleri

MHCC Research Office

MT. HOOD COMMUNITY COLLEGE DISTRICT

Follow-Up Study

1977-78

INTRODUCTION

The enclosed report describes the responses of 519 graduates and former full-time students from the 1977-78 academic year. In addition to this report, the findings reported herein will also be used this year to create Program Assessment Documents (PADS) for nine instructional programs. The intended uses of the follow-up results and PADS are to provide the MHCCD Board, administrators and staff with base-line data for future comparisons, evaluations and modifications of programs and services. Externally, these results are also intended for federal vocational education funding compliance, Veteran's Administration program certification, as well as Oregon Department of Education (ODE) and Educational Coordinating Commission (ECC) reporting, which leads indirectly to community college legislation and policy.

The follow-up questionnaire was mailed to 711 graduates and 1224 former students. A graduate was identified as a 1977-78 associate degree or certificate recipient. A former student was identified as a non-graduating MHCC student who completed at least 12 units during a 1977-78 quarter and who did not return to MHCC during Fall quarter 1978.

The survey questionnaires were mailed during January 1979 with a second mailing and a telephone follow-up to all local non-responding graduates during February

and March 1979. Three hundred and fifty-two of the 711 MHCC graduates responded, and 167 of the 1224 MHCC former students responded.

This report is divided into the following sections:

- (1) Characteristics of responding graduates and former students,
- (2) Current educational status of graduates and former students approximately six months after leaving MHCC,
- (3) Current employment status of graduates and former students approximately six months after leaving MHCC.

Material found in the appendices include:

1. The survey instrument,
2. Major fields of study,
3. General verbatim comments.

NOTE: On instructions from author, verbatim comments are not included.

I. CHARACTERISTICS OF RESPONDING GRADUATES AND FORMER STUDENTS

The following statistics describe the characteristics of the responding MHCC graduates and former students:

	<u>Graduates</u>	<u>Former Students</u>
Number mailed	711	1224
Number (Percentage) responding	352(50%)	167(14%)
Respondent: Average age	27.6 years	25.1 years
Respondent: Sex	55% female 45% male	52% female 48% male
Respondent: Vocational (%)	282(80%)	54(34%)
Lower Division Transfer (%)	70(20%)	107(66%)
Unspecified	0	6
Respondent: Current Status (see Table 1)		

The 50% response rate from graduates is the highest response rate achieved since the initial MHCC follow-up study of 1972. For example, the response rate from 1976-77 graduates was only 28%. The increased response can be attributed primarily to the use of a shorter questionnaire (see Appendix 1), and personalized signatures on the cover letter from the principal program instructor.

According to the above responses, graduates were slightly older and proportionately more female. In terms of average age and distribution by sex, the respondents as a group are similar to the entire MHCC student population. While data on part-time versus full-time status while at MHCC is not reported, we can be confident, on the basis of previous follow-up results as well as because of the procedures used in selecting the survey population, that the vast majority of respondents were full-time students while at MHCC. In this sense, then, the sample

of respondents are not similar to the MHCC student population as a whole, since for any given term part-time MHCC students will out number full-time students by a 2:1 margin.

A detailed description of major fields of study for these respondents can be found in Appendix II. As reported above, 80% of the graduates were vocational majors compared to only 34% of the former students. An analysis of all respondents by major shows that 65% were vocational majors with 35% pre-professional and lower division transfer (LDC).

Since a majority of the former students were LDC majors, and because the response rate from former students is much lower than from the graduates, the results reported herein are more representative of vocational majors than LDC majors.*

Table 1 summarizes the current status of graduates and former students approximately six months after leaving MHCC. Sixty-four percent of the graduates were employed full-time compared to only 44% of the former students. On the other hand, 48% of the former students are going to college full-time compared to only 18% of the graduates. Again, this difference can be accounted for by the fact that most of the graduates were vocational majors while most of the former students were LDC majors. A breakdown of all respondents by major shows the following distribution:

	<u>Vocational Majors</u>	<u>LDC Majors</u>
Full-Time employed	70%	36%
Full-Time college	12%	57%
Other	<u>18%</u>	<u>7%</u>
	N=336	N=177

*The lower percentage of LDC graduates is due to the fact that most LDC majors plan to acquire a four year degree, and thus, have less incentive to graduate. Less effort is made to obtain a response from former students primarily for cost considerations.

Table 1. Current Status of Graduates and Former Full-Time Students

<u>GRADUATES</u>						
	Full-Time Employed* *****	Part-Time Employed *****	Military *****	Unemploy *****	Not in Labor Force *****	Row Total *****
Full-Time College	6(2%)	29(8%)	0(0%)	0(0%)	28(8%)	63(18%)
Part-Time College	21(6%)	8(2%)	0(0%)	0(0%)	6(2%)	35(10%)
Not in College	199(56%)	31(9%)	2(1%)	11(3%)	11(3%)	254(72%)

Column Total	226(64%)	68(19%)	2(1%)	11(3%)	45(13%)	352(100%)

<u>FORMER STUDENTS</u>						
	Full-Time Employed *****	Part-Time Employed *****	Military *****	Unemploy *****	Not in Labor Force *****	Row Total *****
Full-Time College	8(4%)	33(20%)	0(0%)	0(0%)	40(24%)	81(48%)
Part-Time College	11(6%)	0(0%)	1(1%)	0(0%)	0(0%)	12(7%)
Not in College	55(33%)	8(5%)	0(0%)	2(1%)	9(5%)	74(45%)

Column Total	74(44%)	41(25%)	1(1%)	2(1%)	49(29%)	167(100%)

*Full-time employed equates to 30 or more hours per week; part-time employed to less than 30 hours per week. The difference between unemployed and not in the labor force is that the former refers to a respondent who is actively seeking work. For those not in the labor force and not in college, responses included: disabled, married, and other.

II. RELATIONSHIP BETWEEN MHCC'S INSTRUCTIONAL EXPERIENCE AND FURTHER EDUCATIONAL EXPERIENCES

MHCC graduates and former students who are presently continuing their education were asked, "Is your major course of study in the same area as your program at Mt. Hood Community College?" The response is as follows:

	<u>Graduates</u>	<u>Former Students</u>
Current Studies Related	79%	77%
Current Studies Unrelated	<u>21%</u>	<u>23%</u>
	N=96	N=91

Thus more than three-fourths of the graduates and former students felt their previous MHCC course of study to be related to their present course of study. This result is almost identical to the 1977 follow-up findings.* An analysis of this item broken down between vocational and LDC respondents produces a similar distribution to that found for the graduate and former student categories.

Of the responding students continuing their education, the statistics presented in Table 2 describe where they were enrolled.

*Previous follow-up respondents had a third possible response to this item; "somewhat related", whereas 1978 respondents only had the two choices of "related" and "unrelated". Controlling for this difference, the time-series trend in responses to this item are very consistent for the 1975-1978 period.

Table 2. Colleges and Universities Where MHCC Graduates and Former Students Were Attending in Jan-Feb 1979

	<u>Graduates</u>	<u>Former Students</u>
Portland State University	36%	31%
Mt. Hood Community College	31%	8%
Oregon State University	6%	16%
University of Oregon	3%	6%
Portland Community College	3%	5%
Oregon College of Education	1%	2%
Oregon Institute of Technology	1%	0%
Southern Oregon State College	1%	2%
Clackamas Community College	1%	1%
Eastern Oregon State College	0%	1%
Blue Mt. Community College	0%	1%
Lane Community College	0%	1%
Oregon Independent Colleges	1%	2%
Oregon Private Vocational Schools	0%	2%
Out of State Colleges	6%	13%
Other Educational Programs	<u>10%</u>	<u>9%</u>
	N=90	N=90

The distribution of responses is similar to that found in previous follow-up studies. Not surprisingly, Portland State University attracts the highest percentage of graduates and former students. The relatively high percentage of graduates returning to MHCC is probably not representative of the total population of graduates due to the fact that these students are easier to contact and they are more likely to respond. On the other hand, the 8% return rate of former students to MHCC is probably artificially low, since by definition the former students did not return to MHCC during fall quarter. Thus, 8% of the 1977-1978 former full-time students returned to MHCC during winter quarter 1979 when the survey was mailed.

The return of graduates and former students to MHCC can be explained by several factors. One-year certificate graduates may be returning to complete the two-year associate degree program. Others may return to take refresher courses related to employment. Undoubtedly, some return for personal enrichment. The return of certificate degree recipients to acquire the associate degree is reflected in Table 3 which describes college of attendance according to major.

Table 3. College of Attendance by Previous Major

	<u>Vocational Majors</u>	<u>LDC Majors</u>
Portland State University	22%	39%
Mt. Hood Community College	41%	7%
Oregon State University	11%	10%
University of Oregon	1%	5%
Portland Community College	7%	3%
Oregon College of Education	1%	2%
Oregon Institute of Technology	1%	0%
Southern Oregon State College	1%	2%
Clackamas Community College	0%	2%
Eastern Oregon State College	0%	1%
Blue Mt. Community College	1%	0%
Lane Community College	1%	0%
Oregon Independent Colleges	0%	3%
Oregon Private Vocational Schools	0%	2%
Out of State Colleges	5%	13%
Other Education Programs	<u>8%</u>	<u>11%</u>
	N=66	N=109

When this item is analyzed for full-time students only, the majority of respondents are attending Portland State University and Oregon State University. Most of the graduates and former students who have returned to MHCC are attending on a part-time basis.

III. RELATIONSHIP BETWEEN MHCC'S INSTRUCTIONAL EXPERIENCES AND EMPLOYMENT

When asked "Is this job related to your field of vocational training at Mt. Hood Community College?", the responses were as follows:

	<u>Graduates</u>	<u>Former Students</u>
Job Related	73%	39%
Job Unrelated	<u>27%</u>	<u>61%</u>
	N=291	N=112

Thus, almost three-fourths of the graduates saw their present job as related to their MHCC program compared to only 39% of the former students.*

The major difference in the above findings is the greater percentage of graduates as opposed to former students working in a job related to their MHCC program. The reasons for why MHCC graduates and former students are not working in their field of study can be learned from the responses to the following question: "If your job is not in the same field as your training at Mt. Hood Community College, why not?"

The responses to this item are described in Table 4.

*As with the similar question on education, previous follow-up respondents had a third possible response: "somewhat related", whereas this year's respondents had to choose between the above two alternatives. Controlling for this difference, this year's response is consistent with previous follow-up results.

Table 4. Reasons Given by Graduates and Former Students for Why They are Not Working in Their Field of Study
(Changes from 1976-77 answers are in parentheses)

<u>REASON</u>	<u>GRADUATES</u>	<u>FORMER STUDENTS</u>
Took an available job to put myself through school	22%(13% up)	25%(9% down)
Did not prepare for a specific career while at MHCC	14%(4% down)	17%(3% up)
Found a better job in another field	12%(same)	10%(4% up)
Did not plan to work in a job related to my community college program	1%(5% down)	8%(2% down)
Found I did not like the type of work in the area I studied	6%(6% up)	7%(1% up)
Did not feel qualified in the area I studied	6%(3% up)	7%(1% up)
Tried to find a related job, but was unable to find one	21%(6% up)	7%(7% down)
Other	<u>18%(19% down)</u>	<u>19%(9% up)</u>
	N=72	N=59

Thus, we see that the most frequently given reason for why former students are not working to support themselves in school. Only 6% of the responding graduates and 7% of the former students checked that they did not feel qualified in the area that they studied.

On a more discouraging note, 21% of those graduates with jobs unrelated to their MHCC program responded that they were unable to find a related job. However, this is only 4% of the 352 responding graduates. Further, the detailed program reports will indicate whether the problem of finding a related job is program(s) specific or randomly distributed across the programs.

Perhaps a more revealing analysis of job relatedness is one broken down by major. Considering program objectives and the general nature of the job market, one would expect a higher percentage of vocational majors to have secured program related jobs. The following statistics illustrate this relationship:

	<u>Vocational Majors</u>	<u>LDC Majors</u>
Job Related	79%	25%
Job Unrelated	<u>21%</u>	<u>75%</u>
	N=289	N=112

Of the LDC majors with unrelated jobs, 56% had either taken an available job to put themselves through school or had not prepared for a specific job while at MHCC.

Of those respondents full-time employed, 68% held program related jobs. Of those full-time employed in an unrelated job, the major reasons listed were "the inability to find related employment", "found a better job", and that their "reason for attending MHCC was avocational".

The respondents current monthly income (6 to 8 months after June 1978 graduation) before deductions are described in Table 5. The average salary for graduates employed full-time was \$972/month and \$931/month for former students employed full-time. Overall, the results indicate that these respondents are receiving a higher entry level salary than the respondents from the 1976-77 follow-up survey. The average salary for 1977 graduates employed full-time was \$888/month and \$754/month for former students employed full-time. On the average then, 1978 graduates were earning \$84/month more than the 1977 graduates six months after graduation and the former students were earning \$177 more than the 1977 sample of former students employed full-time. The most dramatic changes from the 1977 findings for full-time employed, was a 9% increase in the number of graduates earning in the \$900-1199 range and a 9% increase in the number of former students earning in the \$1200/month and over category.

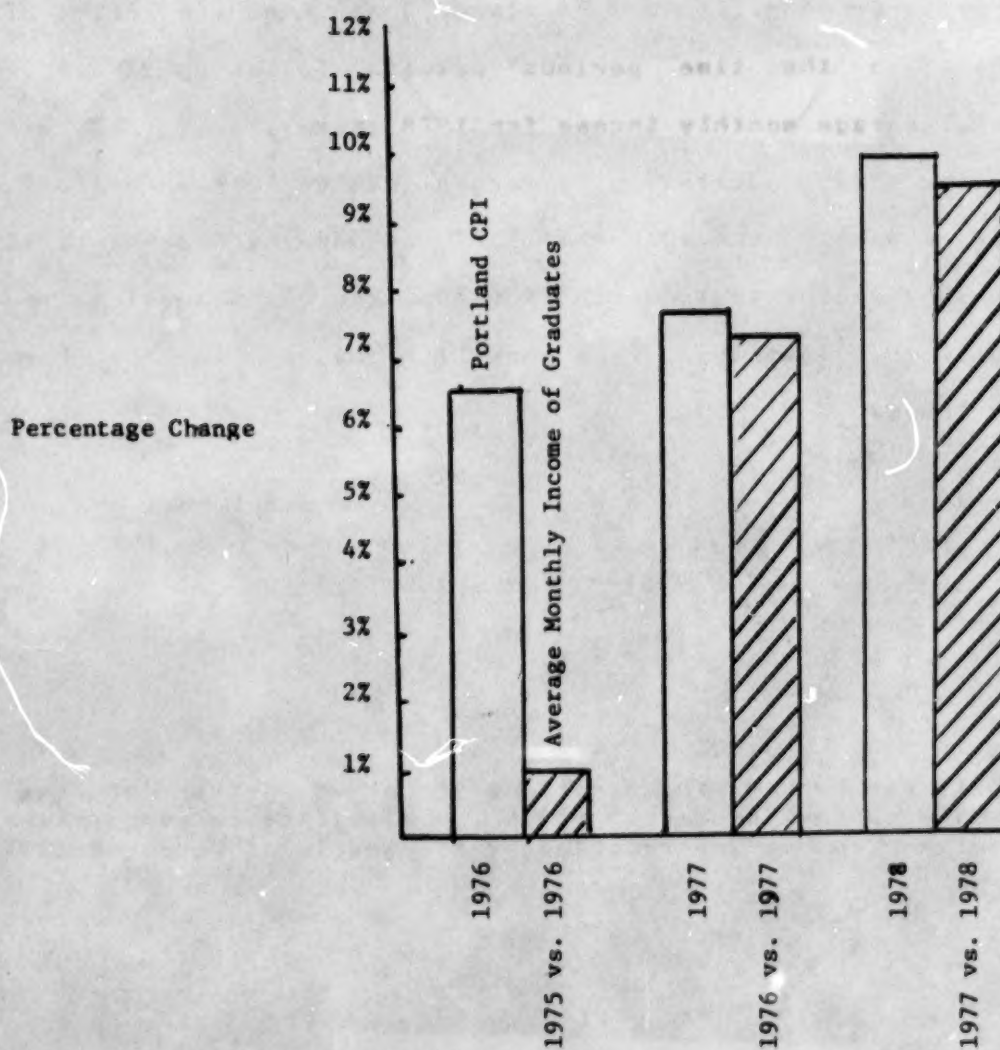
Table 5. Current Monthly Income of Graduates and Former Students*

FULL-TIME EMPLOYED**			PART-TIME EMPLOYED		
Graduates *****	Former Students *****	Salary *****	Graduates *****	Former Students *****	
-	-	Under \$100	5%	15%	
-	-	\$100 - 199	11%	17%	
-	-	\$200 - 299	14%	12%	
-	-	\$300 - 399	21%	23%	
3%	3%	\$400 - 499	18%	12%	
5%	13%	\$500 - 599	11%	12%	
13%	22%	\$600 - 699	10%	6%	
26%	24%	\$700 - 899	5%	3%	
30%	19%	\$900 - 1199	3%	-	
23%	19%	Over \$1200	2%	-	
*****	*****		*****	*****	
N=206	N=69		N=62	N=34	
Ave=\$ 972	\$ 931		\$ 411	\$ 321	
Min=\$ 400	\$ 450		\$ 27	\$ 54	
Max=\$3100	\$3200		\$1200	\$ 863	
Ran=\$2700	\$2750		\$1173	\$ 809	

*The range of salaries reported was quite extreme. For example, the maximum monthly income reported by a graduate was \$3100 and \$3200 for a former student. These relatively high figures are, in most instances, the gross monthly business earnings of self-employed graduates and former students.

**Full-time employment was specified as over 30 hours per week. Part-time employment was specified as less than 30 hours per week.

Figure 1. Percentage Change in Average Monthly Income of Full-Time Employed Graduates 1975-1978 and the Portland Area Inflation Rate 1976-1978.



NOTE: Inflation Rate is percent change from prior calendar year in Portland Area Price Index for all urban consumers.

Source: Annual Planning Information: Fiscal Year 1980 for the Portland Area, State of Oregon, Employment Division (May 1979) p.6

Since we have experienced accelerating inflation over the last several years, it is important to know how well salaries earned by MHCC graduates entering the job market are keeping pace. Figure 1 describes the percentage change in average monthly income reported by full-time graduates for the 1975 through 1978 follow-up surveys.* Also described is the percentage change in the Portland Area Consumer Price Index corresponding to the time periods between follow-up surveys. For example, the average monthly income for 1978 graduates is 9.5% greater than for the 1977 graduates. The percent change in the Portland Area Price Index between January/December 1977 and January/December 1978 was 10.1%. Thus, over the last couple of years, the entry level salary for MHCC graduates has just about kept pace with changes in the Portland Area Price Index.

*Similar data for former students is not reported because of the low response rate which produces higher variability in average monthly income from year to year as reported by the sample of respondents.

Consistent with previous follow-up surveys, the results reported in Table 5 reveal that on the average, graduates earn more than former students. However, this difference is not as significant as the difference in average monthly income of full-time employed vocational respondents versus LDC respondents. These results are as follows:

	<u>Vocational Majors</u>	<u>LDC Majors</u>
Average Monthly Income of Full-Time Employed	<u>\$990</u>	<u>\$860</u>
	N=216	N=57

Thus, the average monthly income of vocational respondents is \$130 greater than for the LDC respondents. Interestingly, the non-graduating vocational majors had an average monthly income greater than the vocational graduates (\$1047 versus \$979 respectively). However, this difference is not statistically significant. In any case, the difference undoubtedly reflects the fact that in some fields where the demand for skilled labor is extremely high, students have excellent job opportunities available after completing only part of the program.

Much of the variability in monthly income reported by graduates and former students can be explained by their program major. Table 6 reports the average monthly income of respondents with full-time program related jobs for 17 selected programs. Results are included for all vocational programs in which there were 5 or more respondents with full-time program related jobs. Also reported for each of these 17 programs is the minimum monthly income, maximum monthly income, and the percentage of those respondents employed who had program related jobs. Not surprisingly, Machine Shop, Welding and Business Management programs ranked highest in terms of average monthly income.

Table 6. Average Monthly Income of Respondents with Full-Time Program Related Jobs by Program*

Program *****	Average Salary *****	Minimum *****	Maximum *****	N *	% with Program Related Jobs** *****
Auto Tech (Dom)	\$1105	\$ 920	\$1260	5	83% (N= 6)
Business Mgmt	1230	960	1500	6	62% (N=13)
Dental Hygiene	1122	950	1300	6	100% (N=10)
Elec. Service	938	680	1384	5	83% (N= 6)
Elec. Engin.	1163	825	2300	7	89% (N= 9)
Forestry	982	722	1200	5	64% (N=11)
Fisheries	931	675	1300	5	60% (N=10)
Funeral Service	975	800	1200	10	92% (N=13)
Legal Secretary	760	650	885	7	100% (N= 7)
Machine Shop	1493	1000	2500	7	88% (N= 8)
Mental Health	758	480	1200	6	91% (N=11)
Nursing	1029	904	1152	9	86% (N=14)
Occupational Ther.	708	500	925	8	75% (N=12)
Oper. Rm. Tech.	981	755	1660	8	80% (N=10)
Physical Ther.	787	750	827	6	100% (N= 9)
Respiratory Ther.	1003	844	1283	7	85% (N=13)
Welding	1239	907	1600	6	100% (N= 7)

*Only those programs in which there were 5 or more respondents with full-time program related jobs are reported.

**Percentage is that of those employed.

As a final analysis of the salary data, a crosstabulation was calculated of respondents' sex with monthly income. The results are summarized in Table 7. Analysis of follow-up returns from all participating Oregon community colleges by the Oregon Department of Education (ODE) has consistently shown male respondents to be earning more on the average than female respondents. The findings reported in Table 7 for MHCC are consistent with the results reported by the ODE. Further, the difference in monthly income earned by male and female respondents is statistically significant. However, this apparent relationship is for the most part spurious. That is, the difference between male and female salaries is not due primarily to sex but to major field of study. When controlling for major, the difference in salaries between men and women disappear for almost every program. The results are derived primarily from the nature of many vocational programs, where enrollment tends to be mostly either male or female. Thus, the difference shown in Table 7 reflects the fact that women major primarily in the secretarial and allied health programs whereas men major in the industrial and technical fields. There were several fields in which a statistically significant difference between the salaries earned by men and women still held: the most notable of which were General Social Science and Business Management. Both of these fields are broad enough, however, that the difference in salaries may reflect area specialization.

If the difference in salaries earned by these men and women respondents were the result of sex discrimination by employers, then there would be little that the college could do directly to reduce the differential. Since the results are apparently caused by the students' selection of field of study, however, the college can impact upon the differential by attempting to attract more women into non-traditional, higher paying fields.

Table 7. Sex and Monthly Income of Full-Time Employed Respondents

Respondents' Monthly Income *****	Respondents' Sex	
	Male *****	Female *****
\$ 400 to 499/month	2%	4%
\$ 500 to 599/month	3%	11%
\$ 600 to 699/month	8%	22%
\$ 700 to 899/month	19%	33%
\$ 900 to 1199/month	32%	22%
\$1200/month or more	36% *****	8% *****
	N=144	N=130

Appendix I contains a sample of the survey instrument used in this year's follow-up study. Appendix II describes the distribution of responses to the survey by major and broken down between graduates and former students. Appendix III contains the verbatim comments, also broken down between graduates and former students, which were given in response to an open ended question. One hundred and ninety-one or 54% of the responding graduates and 114 or 68% of the former students offered evaluative comments.

The verbatim comments are especially valuable in that they serve to specify and expand upon the previously reported statistics. A reading of these comments reveal a decrease in the number of complaints about the registration process compared to previous follow-up surveys. Undoubtedly, this is due to the new on-line computer registration system. Consistent with previous follow-up surveys, there are complaints about counseling received, especially in the area of transferring to another college. On the other hand, many of the respondents also remarked of the ease of the transfer process and how helpful MHCC staff were in preparing them for four-year degree studies.

Overall, the verbatim comments testify to the high excellence in both instruction and support services. Finally, several of the comments provide a "snapshot" of the respondent's life experience approximately six months after leaving MHCC. These snapshots reveal both the rewards and frustrations experienced in the transition from MHCC to subsequent employment or continued education.

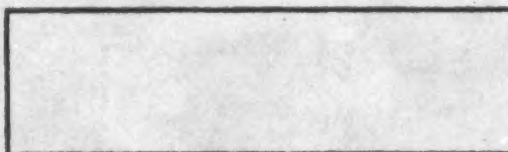
NOTE: On instructions from author, verbatim comments are not included.

APPENDIX I
THE SURVEY INSTRUMENT



**MT.
HOOD
COMMUNITY
COLLEGE**

First Class
Permit No. 39
Gresham, OR



Dear Former Student:

I request your assistance in providing information describing your activities since leaving Mt. Hood Community College. We are conducting this survey in an effort to strengthen and improve our programs of instruction.

Your completed questionnaire will be returned directly to MHCC's Research Office, where your response will be combined with responses from other former MHCC students. The confidentiality of your responses will be preserved.

When you have completed the questionnaire, please refold it so the return address is exposed and mail. No postage is necessary.

Thank you for your help.

Cordially,

John Keyser, Dean
Research and Student Relations

BLANK

1. WHAT IS YOUR CURRENT EDUCATION STATUS? (check one)

- ☐ Currently attending school full-time (where? _____)
- ☐ Currently attending school part-time (where? _____)
- ☐ No currently attending school

IF YOU ARE ATTENDING SCHOOL, IS YOUR MAJOR COURSE OF STUDY IN THE SAME AREA AS YOUR PROGRAM AT MT. HOOD COMMUNITY COLLEGE?

- ☐ Yes, it is directly or closely related
- ☐ No, it is only remotely or is not related at all

WHAT IS YOUR CURRENT EMPLOYMENT STATUS? (check one)

- ☐ Employed - full-time
- ☐ Employed - part-time
- ☐ Full-time military service
- ☐ Unemployed (not employed but actively seeking employment)
- ☐ Not in the labor forces because
- ☐ I became disabled and cannot do this type of work
- ☐ I was unwilling to move to a new locality to take an available job
- ☐ I am continuing my schooling
- ☐ My marital status changed causing me to forego my chosen career
- ☐ I enrolled at MHCC for personal achievement, avocational, recreational purposes (not under GI Bill)
- ☐ Other, please describe _____

NOTE: If you are currently employed, please answer the remaining questions. Otherwise skip #4 - #9 and go on to question #10).

4. PLEASE PROVIDE THE FOLLOWING INFORMATION ON YOUR PRESENT JOB:

Job Title _____

Job Duties _____

Name of Company or Firm (if self-employed, please write "Self") _____

Company or Firm Mailing Address _____

Street Address

City

State Zip Code

Your Immediate Supervisor _____

Last Name

First Name

MI

5. MAY WE CONTACT YOUR EMPLOYER TO ASK GENERAL QUESTIONS ABOUT THE TRAINING YOU RECEIVED AT MT. HOOD COMMUNITY COLLEGE?

- ☐ Yes
- ☐ No

6. IS THIS JOB RELATED TO YOUR FIELD OF VOCATIONAL TRAINING AT MT. HOOD COMMUNITY COLLEGE?

- ☐ Yes, it is directly or closely related
- ☐ No, it is only remotely or is not related at all

7. IF YOUR JOB IS NOT IN THE SAME FIELD AS YOUR TRAINING AT MT. HOOD COMMUNITY COLLEGE, WHY NOT?

☐ Not applicable
☐ Tried to find a related job, but was unable to find one
☐ Did not feel qualified in the area I studied
☐ Found I did not like the type of work in the area I studied
☐ Found a better job in another field
☐ Did not plan to work in a job related to my community college program
☐ Did not prepare for a specific career while at MHCC
☐ Took an available job to put myself through school
☐ Other, please describe _____

8. WHAT IS YOUR CURRENT SALARY?

\$ _____ per _____

9. THE SALARY IN THE PRECEDING ITEM IS BASED ON _____ HOURS PER WEEK EMPLOYMENT.

10. WERE YOU ON ACTIVE DUTY IN THE ARMED FORCES OF THE UNITED STATES WHEN YOU COMPLETED YOUR STUDIES AT MHCC?

☐ Yes
☐ No

11. PLEASE USE THE SPACE BELOW FOR COMMENTS. YOU MIGHT WANT TO COMMENT ON THE QUALITY OF INSTRUCTION OR STUDENT SERVICES AT MHCC, SATISFACTION WITH YOUR PRESENT JOB, OR ANY DIFFICULTIES IN TRANSFERRING TO ANOTHER COLLEGE. PLEASE BE SPECIFIC. (PLEASE USE THE BACK OF THE SURVEY MAILER TO CONTINUE ANY COMMENTS). THANK YOU VERY MUCH FOR YOUR COOPERATION.

APPENDIX II

MAJOR FIELDS OF STUDY

MAJOR - GRADUATES

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
FLORISTRY	126.	11	3.1	3.1	3.1
HORTICULTURE	127.	7	2.0	2.0	5.1
FORESTRY	129.	14	4.0	4.0	9.1
ELECTRONIC ENG .	202.	7	2.0	2.0	11.1
FISHERIES	210.	9	2.6	2.6	13.6
BUS MGMT	301.	12	3.4	3.4	17.0
SUP IN BUS & IND	304.	2	0.6	0.6	17.6
ACCT TECH	406.	4	1.1	1.1	18.8
ACCT CLERK	407.	2	0.6	0.6	19.3
MED SEC	413.	3	0.9	0.9	20.2
LEGAL SEC	415.	9	2.6	2.6	22.7
ADMIN SEC	417.	5	1.4	1.4	24.1
TYP-REC	423.	3	0.9	0.9	25.0
MED REC	424.	4	1.1	1.1	26.1
DENTAL HYG	501.	11	3.1	3.1	29.3
NURSING	505.	14	4.0	4.0	33.2
MED ASST	507.	5	1.4	1.4	34.7
RESP THERAPY	514.	12	3.4	3.4	38.1
ORT	516.	10	2.8	2.8	40.9
PHYSICAL THERAPY	517.	10	2.8	2.8	43.8
OCC THERAPY	521.	13	3.7	3.7	47.4
FUNERAL SER	523.	13	3.7	3.7	51.1
MENTAL HEALTH	524.	14	4.0	4.0	55.1
EARLY CHILD	602.	12	3.4	3.4	58.5
FOOD SCI	625.	8	2.3	2.3	60.8
OCC SAF-HEA	705.	3	0.9	0.9	61.6
ELECTRONIC SER	737.	7	2.0	2.0	63.6
AUTO DOM	745.	6	1.7	1.7	65.3
AUTO IMPORT	746.	4	1.1	1.1	66.5
OFF MACHINE	770.	3	0.9	0.9	67.3
MACHINE SHOP	781.	5	1.4	1.4	68.8
WELDING	782.	6	1.7	1.7	70.5
RADIO ⁷⁸⁷	787	1	0.3	0.3	70.7
TV PROD	788	7	2.0	2.0	72.7
CIVIL ENG	794.	4	1.1	1.1	73.9
ARCH TECH	801.	5	1.4	1.4	75.3

ENG DRAFT	802.	1	0.3	0.3	75.6
JOURN ARTS	803.	9	2.6	2.6	78.1
GRAPHIC TECH	812.	3	0.9	0.9	79.0
AVIATION	817.	2	0.6	0.6	79.5
TRANS & DIS	818.	2	0.6	0.6	80.1
BIOLOGY	9140.	1	0.3	0.3	80.4
BUS ADMIN	9145.	19	5.1	5.4	85.8
COMM ART	9157.	2	0.6	0.6	86.4
DEN HYG-PRE	9167.	1	0.3	0.3	86.6
ELEM ED	9175.	4	1.1	1.1	87.8
GEN ARTS & L	9200.	3	0.9	0.9	88.6
GEN SCI	9205.	2	0.6	0.6	89.2
PRE PRO LAW	9427.	1	0.3	0.3	89.5
MATH	9250.	1	0.3	0.3	89.8
PHY ED	9285.	3	0.9	0.9	90.6
PSYCHOLOGY	9300.	2	0.6	0.6	91.2
SOCIOLOGY	9310.	1	0.3	0.3	91.5
THEATRE	9319.	1	0.3	0.3	91.8
GEN SOC SCI	9550.	29	8.2	8.2	100.0
TOTAL		<u>352</u>	<u>100.1</u>	<u>100.0</u>	

VALID CASES 352

MISSING CASES 0

MAJOR - FORMER STUDENTS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
FLORISTRY	126.	1	0.6	0.6	0.6
HORTICULTURE	127.	3	1.8	1.8	2.4
FORESTRY	129.	2	1.2	1.2	3.6
ELECTRONIC ENG	202.	2	1.2	1.2	4.8
FISHERIES	210.	1	0.6	0.6	5.4
BUS MGMT	301.	1	0.6	0.6	6.0
REAL ESTATE	310.	1	0.6	0.6	6.6
ACCT TECH	406.	1	0.6	0.6	7.2
COMP CLERICAL	419.	5	3.0	3.0	10.2
TYP-REC	423.	2	1.2	1.2	11.4
MED REC	424.	1	0.6	0.6	12.0
NURSING	505.	1	0.6	0.6	12.6
NURSING ASST	506.	3	1.8	1.8	14.4
RESP THERAPY	514.	1	0.6	0.6	15.0
MENTAL HEALTH	524.	1	0.6	0.6	15.6
EARLY CHILD	602.	1	0.6	0.6	16.2
LAW ENF	709.	6	3.6	3.6	19.8
COSMETOLOGY	724.	1	0.6	0.6	20.4
AUTO PARTS	743.	3	1.8	1.8	22.2
MACHINE SHOP	781.	3	1.8	1.8	24.0
WELDING	782.	2	1.2	1.2	25.1
RADIO	787.	1	0.6	0.6	25.7
TV PROD	788.	2	1.2	1.2	26.9
PHY ED	9285.	3	0.9	0.9	90.6
PSYCHOLOGY	9300.	9	5.4	5.4	70.1
SEC ED	9302.	1	0.6	0.6	70.7
SOCIOLOGY	9310.	1	0.6	0.6	71.3
THEATRE	9319.	2	1.2	1.2	72.5
GEN SOC SCI	9550.	35	21.0	21.0	93.4
ABE-GED	9870.	1	0.6	0.6	94.0
ADULT ENR	9900.	4	2.4	2.4	96.4
UNKNOWN	9999.	6	3.6	3.6	100.0
TOTAL		167	100.0	100.0	

VALID CASES

167

MISSING CASES

0

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